



Continuing Learning During the Coronavirus Crisis

Amy Campbell, 2020 Washington State Teacher of the year
[@The_MrsCampbell](#)



Pledge and Helen Baller Pledge

Pledge of Allegiance

I will do my best, to be my best.

I will be responsible, respectful and safe.

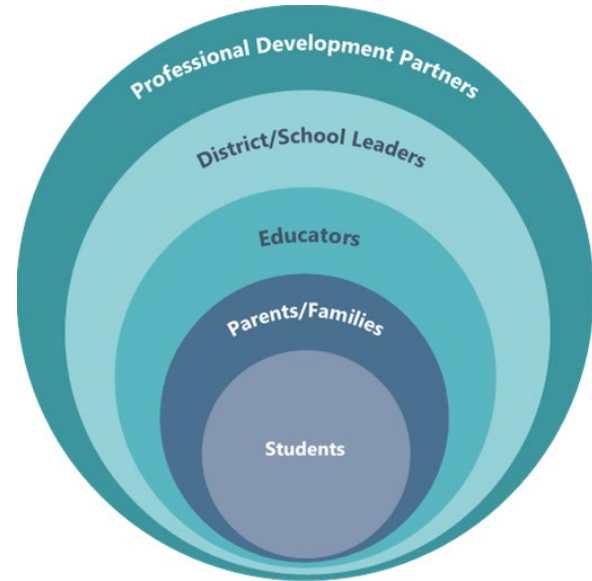
Together we can build self esteem

At Helen Baller we are a community of Learners.

We can LEARN! We will LEARN!

2020 Moving Inclusion forward

- History and **Civil Rights** Movements
- Examining Bias and shifting our thinking from see deficit to **seeing asset, ability and potential**
- Investigation of how **we can overcome barriers to learning**
- Focus on how honoring diversity means understanding we don't and can't all learn the same way
- Special Education is a **SERVICE and NOT a place**
- ALL Children CAN learn; we just need to find the way.



Micah's Miles

Our schools (and now Continues Learning) are like the marathon course.

Access, ability, effort, other obligations put us at different places on the course

As teachers we get the opportunity to chose to see potential for each of our learners,

If we believe each students can LEARN

All we have to do overcome barriers.



I needed to find a way to continue instruction.



Connect

- Reassurance /You are enough
- You are not recreating school
- School plans for service delivery, available resources
- We are still your team/We have a shared experience
- Personal connections for kids

This can be a lonely time for everyone, but especially [students] with disabilities who often depend on school time to see and talk to other people. -<http://blog.paraeducate.com/>

Collective Efficacy, Albert Bandura

When a team of individuals share the belief that **through their unified efforts they can overcome challenges** and produce intended results, groups *are* more effective.

Collective teacher **efficacy** (CTE) refers to a staff's shared belief that through their **collective** action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.

“Not yours, not mine, but ours” has to extend into the home.

We can all have a hand in moving each student forward

Believe in each other

<https://thelearningexchange.ca/collective-teacher-efficacy/>

Supporting each other by share what works

Accommodations and Modifications:

- Closed captioning/accessibility by screen readers/voice to text
- Modify the length or volume of instruction or work

Sensory strategies:

Behavior Strategies:

visuals, choice boards, tokens, timers, Positive Behavior Supports

Social/Emotional Supports

- Ways for everyone to share/respond/validate feelings
- How to re imagine what you are already doing to make it education



Collaborate/Coordinate

- Teacher collaboration (Specialists/gen ed/therapists/family /Admin)

 - Develop, divide or distribute, prioritize work

 - clearly define goals and then LIMIT VOLUME

- Integration of therapeutic strategies

 - emphasis naturalistic fine/gross motor and speech practice

- How will you all hold each other up

We are Lifelong Learners:

Craziest Professional Development of our lives



Tweet



Michele Caracappa
@MicheleCaracapp

I don't think there's a silver lining for students in this catastrophe. I also don't think it's going to serve students well to enter next school year messaging to them that they are impossibly behind. The world has changed permanently, but their capacity to learn has not.

4:15 PM · 3/29/20 · Twitter for iPhone

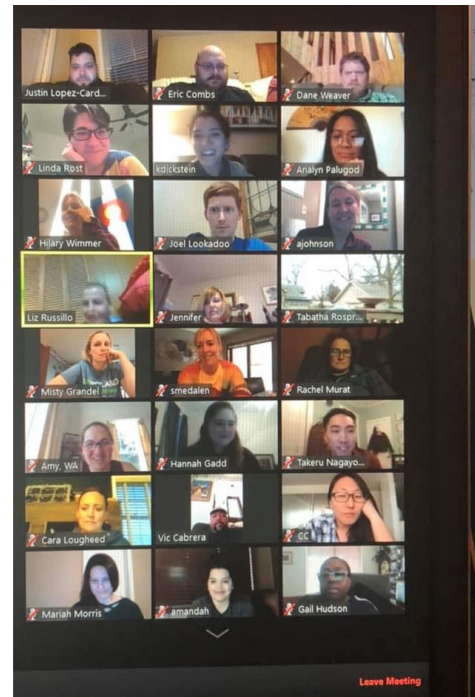
26 Retweets 133 Likes

“No Right Answers”

By Mark Gardner, March 25, 2020

“No plan will be without flaws. I also believe that no plan will guarantee every student will continue to learn; we have a hard enough time achieving that high bar even when the kids are in the same room as us. I don't want us to be satisfied with a plan that is “good enough,” but I also don't want us to be immobilized by perseverating on problems and obstacles.” <https://storiesfromschool.org/no-right-answer/>

- Continue to read, write, reflect
- AND ask questions
- Model how messy learning is



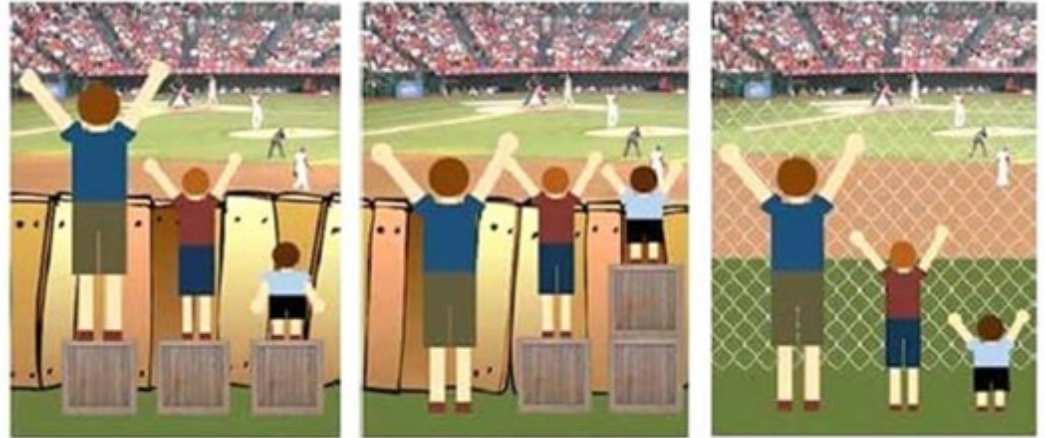
This is a movement, not a moment

Our discussions around equity and access need to continue to happen

Call to action for innovation to remove barriers

This is what we do;

we are teachers.



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